DOCUMENT RESUME

ED 156 532 SE 024 571

AUTHOR Baldi, Mary Lou
TITLE Environmental Living Program, Book 4: Have We Forgotten Anything?
INSTITUTION National Park Service (Dept. of Interior), Washington, D.C.
PUB DATE [77]
NOTE 20p.; For related documents, see SE 024 568-571; Photographs may not reproduce well
AVAILABLE FROM Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 024-005-00617-6; No price quoted)

EDRS PRICE MF-$0.83 HC-$1.67 Plus Postage.
DESCRIPTORS Educational Parks; *Elementary Secondary Education; *Environmental Education; *Field Trips; History; Outdoor Education; Parks; *Program Descriptions; Science Education; Social Sciences
IDENTIFIERS *National Parks

ABSTRACT

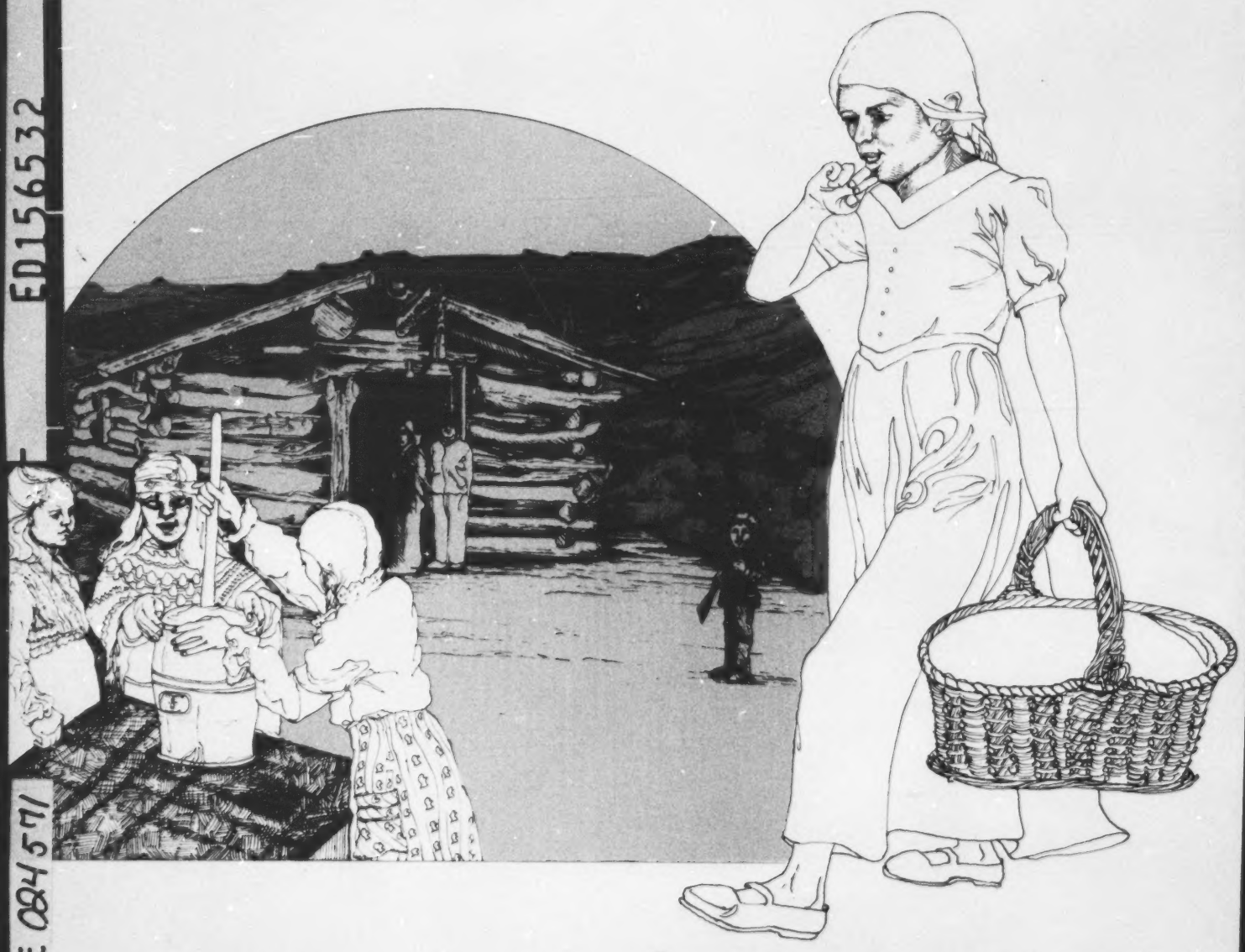
This is the fourth of four booklets describing the Environmental Living Program. This program, which has been in operation since 1969, provides overnight living experiences for elementary and secondary school students at cultural, historic, or prehistoric sites in California and Arizona. This booklet addresses practical matters such as cost, equipment needs, how to evaluate the program, transportation, liability, and emergency needs. In addition, a sample list of sites that have programs, a bibliography, and a check list are given. (BB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

HAVE WE FORGOTTEN ANYTHING?



ED156532

SE 024 571

"If we in the parks seek to conserve anything, we seek to conserve human values above all; not only those of the past but those of our society today. And those - we hope - enduring values of the future."

– *Park Ranger*

We've tried not to forget anything However, by now you might be wondering about things of a more practical nature. You might be asking "What does it cost?" "What equipment do I need?" If park or resource person — "What about the regular visitor? Do I close my park?" And, for teachers and park people alike — "How do I evaluate the program?"

We'll discuss these here in "Have I Forgotten Anything?" — along with transportation, liability, emergency needs, and other external but vital concerns.

And at the end of this booklet, you will find a sample list of sites that have programs; a bibliography of helpful references, and a check list to guide you in carrying through your program.

What does it cost?

One question that invariably comes up when any new idea or method is developed is cost. What is the cost to the site and what is the cost to the school?

The site must make arrangements for compensation for the employee who stays overnight with the school group. In some places, it may not be necessary to have someone on duty — the nature of the site will decide that.

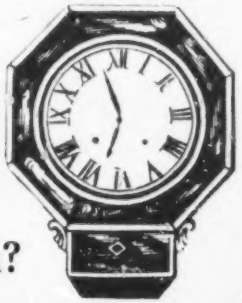
The site may also be responsible for firewood if wood-burning stoves or grills are used. The other materials needed depend both on the type of site you have and the availability of those materials to the students. In most cases, either the school or the students provide materials such as agave for rope making, food items, and seeds for planting.

For the Tubac live-in, some mothers and daughters spent several weeks sewing in the classroom. Food was prepared in advance by various families and the cost was borne by them. For other programs, period clothing can be simulated or fashioned from everyday clothing so the expense is small.

Almost every school has a budget for field trip bus expenses. There is an historic site in or very near every community which eliminates the need for long-distance travel — in fact, we want students to see it as part of their community. In some cases, weekend travel is provided by the parents who drop their children off at the site and then pick them up at a pre-determined time. Civic organizations also may be able to donate equipment or transportation as support of the program.

If the class wishes to raise money for their special food items or transportation, they might elect to organize a fund-raising project, planning and working together to finance their live-in.

Generally, the Environmental Living Program is an inexpensive student experience, both for the site and the school.



How much time for classroom preparation?

The students have quite a few things to organize before they are ready to be on site for their overnight.

The first set of activities includes choosing a site near them for their program, doing preliminary research to formulate questions about the culture, visiting the site for the introductory visit, and choosing their roles.

Once this groundwork is completed, time in class is spent choosing task groups for organizing the overnight, researching further into their roles by interviewing, writing letters, and using various other sources of information, making whatever props they will need for their roles and gathering other data related to a topic of special interest.

Add to these preparations movies, field trips to related sites, guest speakers, and other special activities and we can see that the program cannot be put together in a short period of time.

Some teachers have gone into great depth in their programs. After several months of preparation, one class reenacted a daytime eight-hour program which led in turn to several more months preparation for the overnight live-in at a related site.

Others have chosen a less detailed program which can be completed in four-to-six weeks — or less. And instead of working every day on the needed preparation, some teachers set aside one or two days a week for the program.

There is no specific time recommendation because there are so many variables in the sites available and in the students' needs. However, as stated before, the real learning comes through the *preparation* for the overnight; the overnight is an enactment of the learning, an experience that personalizes what has been studied. Sufficient time must be made available so the students, teachers, and park resource people feel adequately prepared to enjoy a successful learning experience.

What equipment do I need?

What you are going to need for the live-in will depend to a great extent on what the basic task groups have elected to be responsible for.

But, in general, food will be planned and purchased beforehand by the **cooking crew** and supplies committee. Arrangements should be made beforehand on where this is going to be kept before it is used. Is the site going to provide the cooking and eating utensils or do the students bring their own? If some of the natural foods will be tried — tea made from the tea bush, for example — is there a bush on site? Can the students use this bush for their tea? Must they collect what they need before they come? Your students should be in touch with the site during the planning so these arrangements are made to the satisfaction of all.

The **supplies** group may also need certain equipment for the demonstrations that only the site can provide. Will the site allow them to use it? Equipment also includes what each student needs to bring with him: sleeping bag,

eating utensils, warm clothing. Check to see if everyone has a sleeping bag or bed roll.If they don't, the site may have some available, or perhaps a local civic organization can provide what is needed.

The **maintenance** committee may wish to ensure there are adequate cooking facilities — and fuel. Also, how about proper clean-up equipment? Who is going to provide it? Where and how is it going to be used? Will there be a restroom within reasonable distance from the sleeping area? What will be the source of water?

The rules and regulations committee will plan for the overall safety and order of the class. They will have worked closely with the site person to be sure the park regulations are understood. If they are going to stand watch, where will the watch stations be? Is there an area that must be avoided? Where is the teacher or site person going to be in case of emergency? Where will their relief be sleeping so he can be called to his watch?

Although flashlights are not usually part of a student's equipment needs, flashlights should be available in case of emergency. The guards at Ft. Point are issued flashlights as a safety measure because of the nature of the site, but they are the only students to carry one. As a general rule, the fewer flashlights — or modern accessories — the easier the discipline.

Is there a first aid kit available? Have the students anticipate the special equipment needed for the site. Do you have emergency phone numbers?

In anticipation of your live-in, list some of the equipment that will be needed.

_____ _____

_____ _____

_____ _____

* **NOTE:** This is one of the foremost justifications for the workshop — why it is *essential*: don't take the risk of trying to explain to a parent what his or her child will be exposed to without experiencing it *totally* yourself!

Liability

Clearly there needs to be an understanding between everyone concerned about legal responsibilities. We have discussed responsibility — both as a goal of the experience for the students, and the roles of teachers and resource people in the success of things. But there exists a responsibility beyond these — certainly beyond the students — a responsibility to the safety of the child and to the protection of the park.

Perhaps most important is that parents understand what their children are about to become involved in. The parental permission slip which most schools require for field trips usually isn't enough. The parents should understand that the living conditions may not be as comfortable or warm or for that matter as safe as they are for their children at school or at home. So you will want to add some written explanation to that permission slip you send home.

Here's an example

You might also need or choose to add that the child may be expected to 1. be up late; 2. be quartered closely with others — perhaps even boys and girls in the same area or room; 3. get wet or dirty; or a host of other out-of-the-ordinary but not significantly dangerous or unhealthy circumstances. These can create misunderstandings: they have on occasion in the past.

If an accident or illness should occur during or as a result of the live-in — and they have been remarkably free of incidents — know what legal avenues exist. Most schools carry blanket or single event insurance.
Not all do!

If you are a teacher you are normally held to be in charge, to be responsible as you would be in the classroom. Be clear on this with your administration. If you are a park person your site likely carries insurance for the protection of visitors. Be certain it applies for this type of park use. Visitors to National Parks are covered by tort liability; and a claim against neglect or hazard resulting in injury would be heard under this provision.

It boils down to two concerns, or questions:

1. How does the child and his or her parents receive assistance or compensation in case of injury? and
2. How does a treasured historic site or artifact get replaced or repaired in case of loss, theft or damage? (If the latter isn't possible, better not use it. Or weigh the value of the experience carefully.)

These points are not to raise fears or doubts to discourage you. They can be overcome; and have been, quite readily, in the past. But don't leave them undiscussed and unanswered.

What about the regular visitor?

The person in charge of a site open to the public will be concerned with the relationship between the student live-in and the interpretative program designed to welcome and inform the regular visitor.

Should the students come <u>after</u> the visitors have gone? Or, can they become a part of the interpretation of the site?

To answer these questions, let's picture what the visitor sees as he visits a site while the live-in is taking place. Generally, the students are busy preparing local food, using the old tools, making candles, sewing sails, role-playing conflict situations dealing with problems confronted by the people who once lived there, or participating in other cultural activities. The visitor not only sees an adobe mission or schoolhouse, he watches a demonstration of how the adobe blocks are made. In other words, he sees living interpretation of how life might have been lived during a chosen period.

Sometimes, the visitor becomes involved actively in the live-in. A German family is drawn to the table set with local foods. The students offer them a cup of tea brewed from the thin branches of a tea bush growing on the grounds. A chef of a famous San Francisco restaurant volunteers to help a struggling student filet a fish in the ship's galley because he has always wanted to cook on board ship.

The visitor's time at the site is short; the added attraction of a live-in may help him visualize the lifestyle that once existed there.

12

"How do you evaluate this program?

The little boy who spent his time in the office has not been there once since, and he has come up from a low first grader in reading to reading on a second-grade level. The two girls from the broken homes had social problems, but are now accepted by the other girls. The children still talk about it and how much fun we had!"

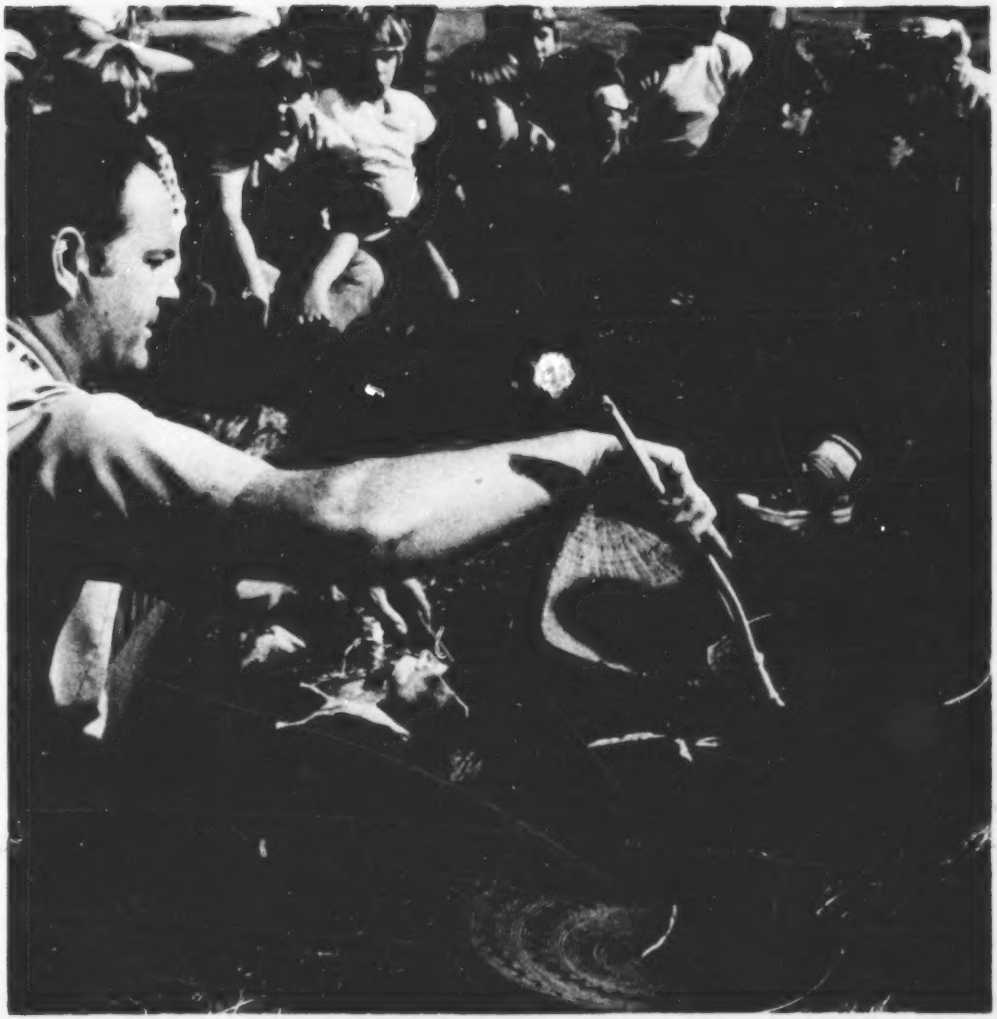
2nd grade teacher

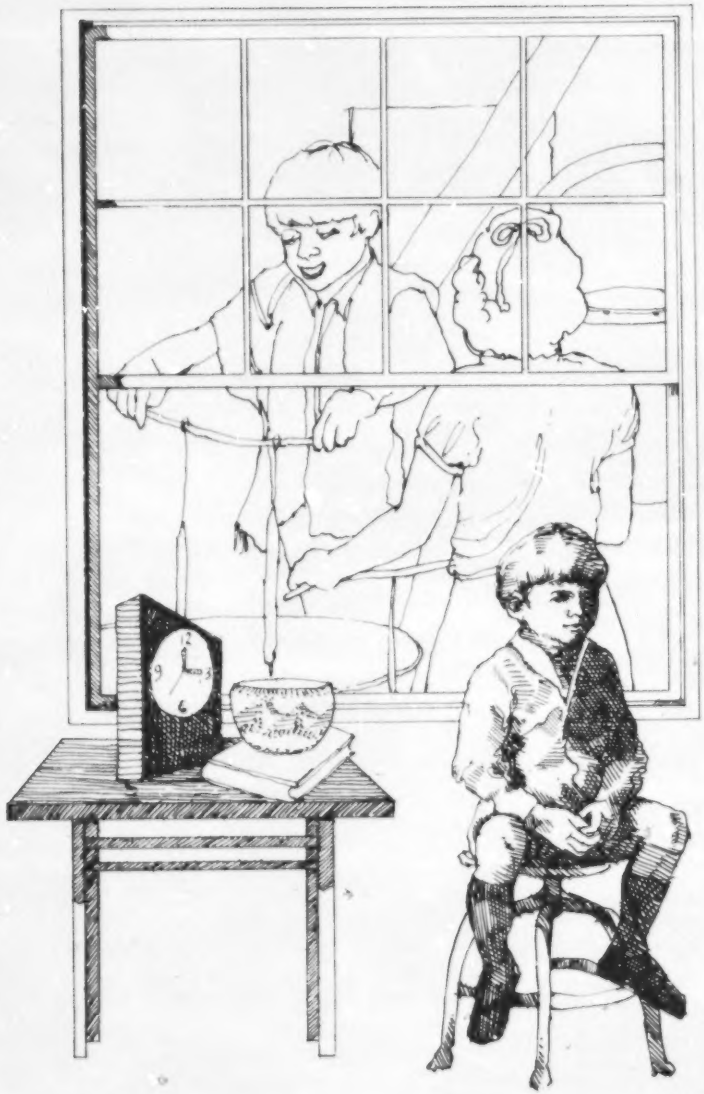
How do you know the live-in and prior preparation has been a success? Is there any need for follow-up? The students' comments related in these booklets are one measure of the success of their program. While many students say they had fun, they also reveal a great deal about what they have learned about the history of an area, about their surroundings, and about themselves.

What teachers do as a follow-up depends greatly on what the goals of their program are. However, the follow-up papers, comments, drawings, letters should be shared with the people in charge of the site to help them evaluate their role, also.

"I think the one thing that really made it a success was cooperation. We all helped each other with our different research areas. We listened to each other's views and respected them."

"I have found a marked improvement in academic achievement among the slower students. Strong parental support was always with us but now I have parents offering to help in all areas of our program."





Students' comments

. . . on what should be added or changed in the program are invaluable. Some students recommend more time or more activities. One group decided they would have liked to have been organized into family groups rather than carrying a role by themselves.

It is worthwhile to check out the students' feelings not only immediately after the live-in but several weeks later, as well. The immediate evaluations are a reflection of the general success of the experience. The comments are more affective, more related to how they feel. The later evaluations give a more thought-out, specific review of the live-in. Suggestions for the next program are generally heard at this time.

The site people can evaluate their participation in the program, too. A letter sent to the class asking for suggestions and comments, a conversation with the teacher, or an evaluation form will give useful information. Some sites have maintained a history of the live-ins that have taken place there. Newspaper articles, letters from teachers and students, and other evaluations are included to create a picture of what has been done.

"When we talked about our experiences the following day, we all agreed that the Environmental Living Program had taught us much about the experiences the Chinese farm workers might have had in California; we also realized that we had learned a few things about ourselves."

"For me, as a teacher, that experience was one of the most rewarding that I have ever had in terms of the degree of involvement and responsibility that was demonstrated by the students."

Here's a sample list of sites having Environmental Living Programs

John Muir National Historic Site
4202 Alhambra Avenue, Martinez,
California 94553
Offers the life of an 1880's Chinese field hand, amid John Muir's historic orchards and gardens in a suburban environment.

Petaluma Adobe State Historic Park
Sonoma Area Office
Box 167, Sonoma, California 95476
Offers a California Mexican rancho environment overlooking a modern town.

Fort Point National Historic Site
Presidio of San Francisco
Box 9167, San Francisco, California 94129
Offers a Civil War military garrison in a dramatic natural setting, weather and marine life.

Hyde Street Pier
2905 Hyde Street, San Francisco,
California 94109
This State Park offers a turn-of-the century sailor's environment in contrast to urban life.

Tubac State Historic Park
Box 1296, Tubac, Arizona 85640
Offers a 19th-century schoolroom environment. (No overnight facilities available at present.)

Tumacacori National Monument
Box 67, Tumacacori, Arizona 85640
Spanish colonial mission community experience of the 17th and early 18th-centuries.

Coronado National Memorial
Star Route, Hereford, Arizona 85615
The wilderness experienced by Coronado and his party during the Entrada of 1542.

Turlock Lake State Recreation Area
22600 Lake Road — Star Route
La Grange, California 95329
Offers life of California Indians at Miwok village site beside man-made lake.

Southern Pacific Railway Depot
% Folsom Historical Society
Folsom, California 95630
Offers a mid-to-late 1800s railway depot setting in an historic gold and railroad town.

Ft. Bowie National Historic Site
Dos Cabezas Star Route
Willcox, Arizona 85643
Offers an interface between 3 societies: the Mexican, the Apache and the U.S. Cavalry in the late 1800s.

Ft. Tejon State Park
Box 895
Lebec, California 93246
Offers post life of the U.S. Army's Camel Corps in the 1800s. *Program funded and directed by the National Park Service as part of the Bicentennial.

Bibliography

ACCLIMATIZING
Steven Van Matre, American Camping Association, Bradford Woods, Martinsville, Indiana 46151

ADVENTURE IN ENVIRONMENT, NATIONAL ENVIRONMENTAL EDUCATION DEVELOPMENT
A National Park Foundation program in cooperation with the National Park Service, U.S. Department of the Interior. Available through the Silver Burdett Company, Morristown, New Jersey; Park Ridge, Illinois; Palo Alto, California; Dallas, Texas; Atlanta, Georgia. These are "graded" materials for classroom use (grades K-8).

ESSENCE I & II
Addison-Wesley Publishing Company, Sand Hill Road, Menlo Park, California. 78 assignment cards designed to develop awareness and investigation strategies to be applied to self, others, and the total environment. Can be used at any level (K-college) in any subject in any fashion.

A GUIDE TO PLANNING AND CONDUCTING ENVIRONMENTAL STUDY AREA WORKSHOPS
National Park Service and the National Education Association. National Education Stock Number 191-05994.

NATIONAL ENVIRONMENTAL STUDY AREAS: A GUIDE
U.S. Department of the Interior, National Park Service. Write: Superintendent of Documents, U.S. Government Printing Office, Washington D.C., 20402; 75 cents. Developing study areas for children in or outside National Parks.

THE STRANDS WALK
William M. Taylor. Coastal Parks Association, Point Reyes National Seashore, Point Reyes, California 94956. A "structured" approach to inquiry and project development. Emphasis on inventory and questioning.

TEACHING TOWARD INQUIRY
Babcock Strasser et al. National Education Association, Publication-Sales Section 131, 1209 16th St., N.W., Washington, D.C., 20036.

Here's a suggested list of things you might want to check off as you progress . . .

1. Site selected and discussed with people in charge _____
2. Teacher/resource person workshop or planning session _____
3. Visit to site with class _____
4. Parental permission obtained _____
5. Aides and volunteers located _____
6. Research and class projects completed _____
7. Rules and other responsibilities and tasks established by class _____
8. Rules and plans offered to site personnel for review and comment prior to live-in _____
9. Equipment and supplies readied _____
10. Live-in _____
11. Post-site discussion and evaluation _____

87.

About the Author

Mary Lou Baldi, a former Peace Corps volunteer in Venezuela, is a Reading Specialist with the Sahaurita District Schools and President of the Intermediate School Association of Southern Arizona. She is currently completing her Doctorate at the University of Arizona and has incorporated the Environmental Living Program into her studies.

Mary Lou has conducted both classes of school children and teachers' workshops through the Environmental Living Program at a variety of State and National Park units in Arizona. In completion of this project she has, in addition, visited all of the ELPs in California, interviewing teachers, park personnel, students, and private individuals who have been involved in many ways.

Edited by William M. Taylor

Designed by Steve Cardinelli Design
Beth Jensen
Illustrations by Jan Castle

Contributing Photographers
William Dillinger
David Black
Robert Mahaffey
Jim Phillips
Chas Hawkins

Russell quotations from On the Loose, *by Terry and Renny Russell, Sierra Club 1967.*

Quotes from Ortega y Gasset and George Bernard Shaw used with permission of publishers.